DOCUMENT RESUME

ED 025 241 JC 680 472

By- Fusaro, Jan B.

Instant Libraries for Instant Junior Colleges.

Pub Date 67
Note- 4p.
Journal Cit- Minnesota Libraries; v22 n4 Winter 1967
EDRS Price MF- $0.25 HC- $0.30
Descriptors- *Bibliographies, *Booklists, *Educational Resources, *Junior Colleges, *Libraries
Identifiers- *Minnesota

This report cites the inadequate and chaotic means being used to establish new junior college libraries today. Booklists "borrowed" from other junior colleges are too specifically oriented to the needs of the lending institution, and lists generated by associations are too broadly based to be efficient in specific cases. Furthermore, a strong tendency exists among compilers of library booklists to by-pass non-book materials such as motion pictures, filmstrips, and audiotapes. They also list books that are out of print and do not provide acquisition cost estimates. Librarians proclaim worthy objectives but continue to produce lists with the same shortcomings. Consequently there are no lists that can be relied on to estimate library budgets or assure specific course coverage, such as vocational technical, an area long neglected on library start-up lists. The author proposes a national committee to develop individual bibliographies for both transfer and terminal programs in junior colleges. Such master curricular resource lists composed of (1) books, (2) periodicals, (3) audiovisuals, and (4) general guidelines would have the advantages of (1) allowing libraries to be tailor-made for each college, (2) stressing quality over quantity of books, (3) focusing on curricular support, (4) allowing maximum use of budget and space, (5) promoting faculty, administrator, and librarian cooperation by allowing areas of mutual interest to develop, and (6) permitting creative cooperation to evolve. (RM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Minnesota Libraries V. 22
Winter, 1967

ED 024241
JC 680 472

Instant Libraries for Instant Junior Colleges

JAN B. FUSARO

Instructional-Resources-Center-Library
Anoka-Ramsey State Junior College

Speaking last year before the Conference on Engineering Systems for Education and Training, U. S. Commissioner of Education Harold Howe II called on educationists and industrialists to engage in *Creative Cooperation* to develop efficiency in the way our young people learn. Commissioner Howe also cited the need throughout our entire educational system for individualized instruction and stated that ideally each student should have his own personal track. To extend this concept to junior college libraries, ideally each library should have its own personal track. Each library should be a curriculum-centered or a curricular-customized library. Toward this end it is time for librarians and educationists to engage in creative cooperation in an area where efficiency is much needed and long overdue.

Each week according to *Choice* magazine a new four-year, two-year or community college is being established in the United States. In Minnesota alone six new junior colleges have opened in the years 1965-67. Most of the new colleges' libraries have started with inadequate staff, a borrowed shelf-list of books, and an empty room designated "Library". The basic collections of books for the Metropolitan State Junior College Library, the Anoka-Ramsey State Junior College Library and the Northland State Junior College Library were based on the shelf-list holdings of the Willmar Community College Library. Originally the Willmar Community College Library holdings were based on the shelf-list of the Fergus Falls State Junior College Library. The libraries of the North Hennepin State Junior College, Lakewood State Junior College, and Rainy River State Junior College were based partly on the Willmar list and partly on *Choice's* "Opening Day Collection". If colleges continue to open at this fast pace, and there are indications that the rate is stepping up, college officials and their librarians must develop a method of establishing libraries which will replace the totally inadequate and chaotic means now being used.

Emphasis on Books

Up until this time the main attack on the problem of establishing libraries has been directed toward the creation of lists of books without attention to the audio-visual or non-book materials. Frank J. Bertalan's *Books for Junior Colleges* (Chicago, ALA, 1954) is the only comprehensive listing which includes both the print and non-print materials in one hard cover. This criticism holds for the New Campuses list of books of the University of California just published by the American Library Association under the title *Books for College Libraries*. No imprints later than 1963 are listed, and over one-third of the books are out of print and no newspaper, films, or periodicals are included in the list. Two years ago *Choice* published a list entitled "Opening Day Collection" which listed books for academic libraries according to subject categories. This list contained a Reference Section and three general subject sections but it was too broadly based for the two-year community or junior college. Since there is no provision for the large area of vocational-technical courses to which the community colleges of the country are so deeply committed, this booklet is also unsuitable for supporting their needs in these areas. A new list soon to be published by ALA and edited by James W. Pirie, *15,000 Titles for Junior Colleges*, is based on shelf-list holdings of three different colleges as well as materials listed in *Choice's* "Opening Day Collection." Again it will not supply a broad enough base on which to meet a junior college library's specific curricular needs in the vocational-technical areas. This list also neglects the audio-visual or non-book materials so vital today to the discipline of teaching.

Vocational Technical Neglected

Up until this time the only approved list of books specifically designed for the junior college library was the Bertalan title cited above. Professor Louis Shores of Florida State University attempted to up-date Bertalan by publishing a number of curricular lists and list of periodicals for junior colleges. In 1963 Charles Trinkner published his book *Basic Books for Junior Colleges* (Northport, Ala., Colonial Press, 1963) which was unfortunately so haphazardly compiled that it was criticized by both ALA and *Choice*. Recently the Bertalan book was updated and is available in microfilm form or in an IBM Print Out version from Alanar. All of the items listed there are in print and available from the publishers. This list will be available also in book form in late 1967. No provisions have been made, however, for the vast areas of vocational-technical needs in the comprehensive community colleges or for the audio-visual supportive materials needed in both the transfer and the terminal program.

With the exception of the Trinkner book, all of these lists have merit in that they provide a beginning for the transfer-oriented college library. A glance through the two-year college catalogs of our junior colleges in Minnesota alone demonstrates quite clearly the diversity of course offerings and consequently, of library needs. This does not diminish in any way the need for a basic collection of materials common to all libraries if they are to meet ALA standards, which call for a college which will bring strong intellectual stimulation to both faculty and students by helping the faculty keep abreast of the progress of scholarship and introduces students to the heritage of our own as well as other cultures while imparting to them an enthusiasm for learning.

However, some facts of life with regard to budget and space limitations which are always present in an opening institution must be faced. Since most or all colleges open with a limited budget and crowded facilities, there is great need to purchase library materials that are immediately supportive of the curriculum during the first years of operation, and it is with this concept in mind that any future lists should be compiled and future junior college libraries should be established in Minnesota or throughout the country.

Meeting the Curriculum

Throughout the present "ALA *Standards for Junior College Libraries*" (CRL, May, 1960, vol. XXI) much is said about supporting the curriculum but unfortunately many of the lists compiled to-date have been specific-college oriented. These lists make the task of selecting a customized library only more difficult. They make it virtually impossible for faculty to participate meaningfully in planning a curriculum-centered library. An example of what can happen when a librarian purchases from a prescribed list is the situation that developed recently at a junior college in Minnesota where the entire English faculty was prevented from assigning a research paper because there was no support material in the library in spite of the fact that over $25,000 had been spent for materials and books in the first year of the library's operation. Had a curricular list in English been used by the faculty and librarian in selecting books in that field, the problem would probably not have arisen.

In addition to the charge that lists to date are either too specifically oriented to one or more colleges' curriculum or are too broadly based, two other faults make the present lists and contemplated lists difficult to use. Generally no prices are indicated on these lists and no designation given as to whether materials are in print or out of print. In the case of "Opening Day Collection", CHOICE magazine published a cost list for the individual sections of the list as a result of reader inquiry. The total cost of "Opening Day Collection" was listed at $23,566.10. Both "Opening Day Collection" and *Books for College Libraries* contain considerable material that is out of print. These lists would be extremely difficult to use in estimating budgetary needs. The Bertalan list is the only current list of books for Junior Colleges that contains only in-print books and list prices for these. It may be exactly this inability of librarians to supply administrators with concrete figures for library needs which has led many administrators to be cautious with regard

to accepting standards as proposed by ALA. Administrators live in a world of dollars and cents, and consequently, they cannot accept vague or unspecified requests for library support. In the past this has been the case far too often, since there are no lists which can be relied upon in estimating library budgets.

According to ALA *Standards for Junior College Libraries*, the library "must provide the resources needed to meet the curricular demands of the institution. It must have a rich up-to-date collection of books, periodicals, recordings, and other educational materials to inspire teaching." It is indeed paradoxical that while proclaiming these worthy objectives, no one has thought to meet these noble ends other than by revising or producing yet another list containing a large percentage of out-of-print, non-priced books. All around us the communications revolution is being acclaimed but nowhere is a coordinated effort being made to bring the techniques of this revolution into intimate involvement with the institutions that have the most urgent need for them.

Help on the Way?

Currently there is in preparation at the U. S. Dept. of Health, Education, and Welfare a book entitled *Libraries for Technician Education: a Suggested Guide*, being compiled under the direction of Walter J. Brooking, Program Specialist for Technical Education with the Division of Vocational and Technical Education. This work will contain information on all aspects of developing library support for post high school technical programs and include general guidelines on the organization and staffing of technical libraries, discussions of the classification of material, the role of the library committee, a section on audio-visual materials and required library content for technician education. It also lists bibliographies in the areas of General Reference, Periodicals, Basic Science (Physics), Mathematics, and Technical Specialties including Architectural and Building Technology, Chemical Technology, Civil Technology, Electrical and Electronic Technology, Instrumentation Technology, Mechanical Technology, and Metallurgical Technology. Special sections on the following general topics will be included in this guide: Library Handbooks and Student Library Orientation, Aids to Library Oriented Instruction and Special Materials for New Teachers. This book is the most comprehensive work available on the development of a library for the junior college's technical education programs. The bibliographies will by no means be comprehensive, since they will exclude all non-print materials. Also there is no indication as to price or if in print.

Currently the ALA Editorial Committee and the Junior College Libraries Section Executive Board are cooperating in the preparation of lists of vocational-technical materials. Eight junior college librarians have been appointed to a new committee by Alice Griffith, Chairman of ACRL's Junior College Libraries Section. Several Committee members from outside the Junior College Libraries Section will be included on the new committee. Before this committee was formed, the Bibliography Committee of ACRL's Junior College Libraries Section had begun a survey of needs for bibliographies in the two-year technical programs in the United States. The results of this Committee's survey of needs will serve as a basis for the new committee's work. As yet no general content guidelines have been formulated for these proposed lists of bibliographies for two-year technical programs.

A Proposal

As an alternative to this newly formed Joint ALA Junior College Libraries Section Committee, I propose the following organizational structure for a committee to develop individual bibliographies for both transfer and terminal programs at the two-year colleges. An ad hoc committee could be established at a national level composed of membership from ALA's Association of College and Research Libraries Junior College Libraries Section, the President's Council on Library Resources and COSATI. This committee would seek guidance from the various national organizations of academic subject specialists and the technical societies to assist in evaluating current lists, to help determine what lists are needed, and to compile new lists of print and non-print materials for the various two-year Comprehensive Community College programs. Currently there are no all-inclusive junior college lists available in any academic or vocational field. There are also no individual

booklists for the two-year college transfer courses or for the vocational programs. I propose that academic subject specialists selected by national subject organizations work closely with junior college librarians in developing the lists for the transfer programs. Also junior college librarians working with experts from the various technical societies could develop the lists for the two-year vocational-technical programs offered in the comprehensive community colleges.

These individual master curricular resources lists could be composed of the following sections: 1) Books, 2) Periodicals, 3) Audio-Visual, 4) General Guidelines and Information. All items on the lists which are out-of-print would be starred for easy identification. All items would be given accurate bibliographical citations and also prices so that total costs could be easily determined. The fourth section, general guidelines and information, could contain address lists for sources of materials both print and non-print (film, filmstrips, slides, etc.), sources for materials pertaining to the subject, vertical file material, sources for audio-visual hardware and a list of subject specialists. Each list could also include a preface written by a cooperating national academic group or the technical society endorsing the list and describing the scope and authority of the list. The fourth section could also contain a bibliography of publications in the discipline of library science as it impinges on the subject area concerned.

This description is necessarily an oversimplification of the work of the proposed committee. To implement such a plan, it will take federal funds and also funds from ALA and the subject specialty groups involved. It would be extremely important to set up these lists on a continuing basis so that they would be constantly updated. It is entirely possible that each subject group could eventually handle the annual up-dating of the lists by adding library staff at their national headquarters.

The Heart of the Problem

With these master curricular lists as guidelines, a new library based on the subject areas and terminal programs represented in the junior college catalog can be devised easily by both librarian and faculty. In this way purchase of materials not needed for the first year's operation will be avoided and maximum use of budget will be made. No administrator could make the charge that unnecessary materials were included in the year's budget which might well have been purchased in some future budget. It would make the task of preparing budget requests much simpler for both librarian and administrator.

Master curricular resources lists have many advantages over the lists published to-date: 1. They allow libraries to be tailor-made to the specific needs of the college. 2. They emphasize quality against number of volumes. 3. They stress curricular support because they provide for separate subject specialty lists. 4. They promote faculty, administrative, and librarian cooperation by permitting areas of mutual interest to develop. 5. They allow maximum use of limited budget and space. 6. They permit the concept of creative cooperation to evolve.

Last year in a Saturday Review article Lee Sutton, Librarian at Parsons College, called for the establishment of a single organization to bring an end to the hit and miss activities of the many cooperating organizations, but he offered no positive suggestions or guidelines. Solutions to this problem in the past have not been directed at the heart of the problem. Unless the proper objectives are in view, no satisfactory solutions will be forthcoming. The multi-material curricular resources list seems to be the most logical answer to the repeated distress calls of librarians and faculty. The curricular-customized library selected by librarian and faculty from master academic and technical program lists is the answer to the needs of those libraries opening at the rate of one a week across the country. It is time to adapt Commissioner Howe's suggestion, concerning efficiency in education, to the needs in the area of our rapidly growing State system of junior college libraries and to the junior college libraries opening up throughout the country.